ERIC Document Resume	See Instruction Sheet	DATE OF RESUME 7/30/65	DATE RECEIVED 7/26/65

A. PUBLICATION DATA

1. ERIC NUMBER	2. ORIGINATOR CONTROL NO(S).	3. IDENTIFICATION NO.	DO NOT WRITE IN SPACE BELOW
ED002594	N.A.	N.A.	

4. AUTHOR(S): N.A.

5. TITLE OF DOCUMENT ABSTRACTED: Reading Readiness in the Kindergarten

6. PUBLICATION TITLE: N.A.

7. EDITOR(S): N.A.

8. PLACE OF ORIG. ORG. Board of Education, ST. 1605 Park Ave., CITY, STATE San Jose, California TELE. EXT. 95114 INST/LOC CODE

9. PUBLISHER OR SOURCE: Board of Education, Administration Bldg. 1605 Park Ave., San Jose, California

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
N.A.	N.A.	N.A.	55

MICROFILM COPY AVAILABLE YES ☒ NO ☐

COPYRIGHT GRANTED YES ☐ NO ☒

COPYRIGHT RELEASE FILED YES ☐ NO ☒

TYPE OF REPORT
PROPOSAL ☐
IN-PROGRESS ☒
FINAL ☐
FOLLOW-UP ☐

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR: Curriculum Guide

16. INDEXING TERMS (6-12)

reading readiness	kindergarten	language growth	
concept building	experience charts	visual discrimination	
auditory perception	number readiness	vocabulary building	

17. ABSTRACT (MAX. 250 WORDS)

Reading readiness in young children is influenced by several factors. Physical factors of visual and auditory acuity, motor coordination, and general good health contribute to readiness. Socially, the child must be self-reliant, cooperative, and able to share with others, have good listening habits, and be able to assume responsibility. Mental maturity plays another important role in preparing to read. The child should have a mental age of about six and one-half years, should be emotionally secure, and should have a good memory span and speech habits. The environmental factors which influence reading readiness are good preschool instruction, enrichment experiences and satisfactory home and school conditions.

The acquiring of reading readiness is a process which must be developed by the teacher. Lesson suggestions to develop skills in the following areas are presented as teacher guides: left to right eye movement; interpretation of pictures; classification of relationships; identification of sounds and initial consonants; visual discrimination of likenesses and differences in shape, direction, detail, pairs arrangement, letters, and words; memory games; and the building of color vocabulary. The experience chart is discussed as an effective means of developing language skills. The chart consists of short sentences dictated orally by the class and written by the teacher on the board or a chart. The sentences go together to record a group-wide experience. The development of number-readiness through planned and incidental experiences is also discussed in the teachers' guide.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION	20. DIVISION OR DEPT.	21. CONTRACT NO. / PROJECT NO.
	22. TOTAL COST OF PROJECT	
	23. DURATION OF PROJECT	U.S. Department of Health, Education, and Welfare Office of Education

EKCG
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173-39
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READING READINESS

IN THE

KINDERGARTEN

(Revised)

CURRICULUM LABORATORY

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CALIFORNIA STATE DEPARTMENT OF EDUCATION

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INTRODUCTION

This material is offered as a guide to help the kindergarten teacher develop a reading readiness program for the children judged by her ready for such learning. The number of children participating and the type of program will vary from classroom to classroom as well as from school to school. Certainly it is desirable that care be taken in identifying the children who will be receiving this readiness instruction. Several factors will be considered in determining both the participants in the program and the organization and procedures to be followed.

Each teacher should feel responsibile for carefully evaluating the total program as she proceeds through her own type of organization so that a variety of suggestions, ideas, and experiences will result leading to a richer and more comprehensive readiness guide.

READING READINESS*

Factors that influence reading readiness are:

I. Physical Readiness

1. Visual readiness
2. Auditory acuity
3. Motor co-ordination
4. General good health

II. Social Readiness

1. Self-reliance
2. Ability to cooperate and share with others
3. Good habits of listening
4. Ability to assume responsibility

III. Mental Maturity

1. Mental age of six and one-half years
2. Good memory span
3. Good speech
4. Emotionally secure

IV. Environmental Factors

1. Good instruction
2. Enrichment of experiences
3. Satisfactory home conditions
4. Satisfactory school conditions

There is no such magic as "ready to read." It is something that the teacher must develop.

* This material was taken from Learning Activities for Reading, Herr

READING READINESS OBJECTIVES

The following objectives are to be considered by the teacher in developing a readiness program.*

I. Orientation:

- a. standards - classroom (experience chart)
- b. left to right progression

II. Language Growth and Comprehension

- a. interpreting pictures
- b. picture sequences

III. Concept Building

- a. classifying
- b. seeing relationships

IV. Auditory Perception

- a. identify sounds
- b. initial consonants
- c. rhyming

V. Visual Discrimination

- a. likeness and difference
- b. memory games

VI. Vocabulary Building

- a. word meanings
- b. word recognition - colors and children's names

VII. Number Readiness

- a. one-to-one correspondence
- b. counting
- c. concept
- d. recognition

* The appendix gives suggestions for accomplishing these goals. (Blue section)

ORGANIZATION POSSIBILITIES

I. Scheduling time to include a readiness period.

A. For a class in which total groups would participate in readiness

B. Schedule:

9:00 - 9:50	Work period, etc.
9:50 - 10:10	Rest & Milk
10:10 - 10:30	Reading Readiness
10:30 - 10:45	Games
10:45 - 11:00	Music
11:00 - 11:15	Story - literature, etc.

II. Incorporating Reading Readiness in the kindergarten schedule as it is set up.

A. Present new concept to total group in the same way other new materials are presented prior to work-time activities.

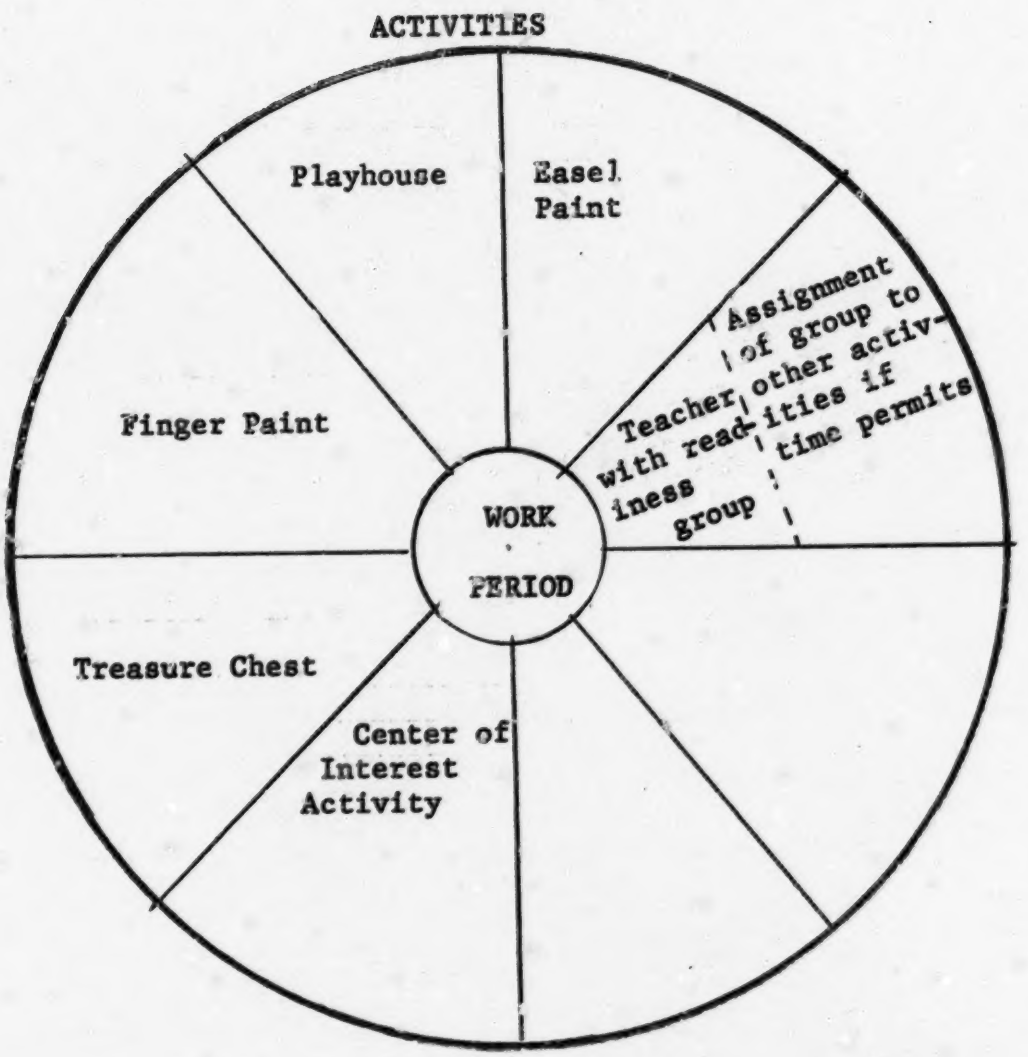
B. Readiness activity is one of the activities to be chosen during work-time.

(a) This would necessitate guidance upon part of the teacher.
(b) This activity would be observed by teacher in the same way other activities during work period.
(c) Teacher would evaluate individually

III. Working with a small group from kindergarten class.

A. Teacher would give group instruction during the work period to the children who were ready.

A SUGGESTED WORK PERIOD ORGANIZATION



DETERMINATION OF READINESS BY TEACHER OBSERVATION

Although few pre-first grade children will be ready for reading, all children will be ready for reading sometime, and the teacher must have an accurate method of judging when a child is ready to begin a pre-primer. Before deciding that a child is ready to read, the teacher should check his ability to succeed in the following activities:

1. Speak in sentences rather than in words and fragments.
2. Listen to a whole story.
3. Retell in time sequence a story of eight or ten sentences.
4. Guess the next step of a story.
5. Read a story from pictures.
6. Look at pages of books in sequence.
7. Supply missing words in a familiar rhyme spoken by the teacher.
8. Carry out three or four simple directions.
9. Show curiosity about the meaning of printed signs, directions, captions, and parts of stories.
10. Detect gross differences between pictures of cats and dogs, triangles and squares, and so on.
11. Match printed words.
12. Classify pictures as pets, plants, food, toys, and so on.
13. Recall the details of a picture after it has been removed.
14. Repeat verbatim a sentence of ten or eleven words which has been spoken to him.
15. Read pictures in sequence from left to right.
16. Use one hand consistently in one-handed activities as drawings, painting and eating.
17. Use speech which is free from substitutions except for the l, r, s, and th sounds which need not be perfected at this level but should be perfected within a year or so.

* This material was taken from Guiding Primary Children, Iowa State Teachers College Educational Service Publication.

ASPECTS OF READINESS

A. Physical Development

Coordination is the prime factor to be considered in the physical readiness of the child.

1. Large muscle skills to be developed are:

   a. Running

   b. Skipping

   c. Hopping

   d. Jumping

   e. Balancing

   f. Climbing

2. Eye and hand skills to be developed are:

   . The ability to hold and use correctly all kindergarten materials.

B. Developing Emotional and Social Readiness

The social and emotional development of the young child is basic in the kindergarten program. Since this is his first group experience, the natural individualism is carefully directed into group responsibilities.

1. The child grows in independence in kindergarten.

Suggestions for developing large muscle coordination:

Outdoors use such things as:

Toys - wagons, tricycles, slides, jungle gym, balancing board, etc.
Big boxes, kegs, boards for building
Jump ropes
Games

Indoors use:

Large blocks
Creative rhythms
Stunts
Games

Suggestions for developing eye and hand coordination:

Activities such as beads, pegs, puzzles, painting, woodwork, clay, and cutting give opportunity for small muscle coordination.

Art experiences requiring lacing and tying are valuable.

Small blocks encourage manipulation.

Large chalk, big brushes, large sheets of paper encourage free movement.

Bouncing balls develop timing.

Correct use of books develops small muscle control.

A variety of materials in the touch center develops kinesthetic perception.

Suggestions for developing emotional and social readiness:

He learns to work alone, remembering the standards for each center of activity.

He chooses what he wants to do during work time.

He learns to care for materials, getting out of cupboards and putting things away, as well as cleaning up after the work period is over.

He cares for his own personal needs, wraps, and things he makes or brings.

2. The child grows in cooperation in kindergarten.

3. The child grows in responsibilities in kindergarten.

4. The child develops good attitudes in group activities.

C. Developing Mental Alertness

Developing an alert mind is one of the kindergarten's main objectives.

1. The child is given opportunity to observe and draw conclusions.

2. The child is encouraged to solve problems.

He learns to respect the rights of others when sharing equipment, waiting turns, and growing in one to one and one to more relationships.

He learns to have responsibilities in the room -- caring for library corner, plants, taking roll book to office, and also taking turn inspecting clean-up of the room.

He learns to share with others by:

waiting turns in conversation, as well as in other activities.

remembering safety rules -- being helpful and friendly with others in class.

Suggestions for observing and drawing conclusions:

All science activities develop keen observation, such as:

weather reporting
growing of seeds
experimenting with magnets
science experiments (See Core Experiences for the Kindergarten)

Observational games will develop this ability.

Play games with objects; rearrange objects while eyes are closed. Tell what object was moved.

Place several familiar objects on a table and cover them. Remove the cover for a few seconds while children look. Replace the cover, and have the children try to recall the objects. As the group grows in experience, add more objects.

For variety, take one article away. The children try to recall the name of the object removed. Gradually remove other objects. The children try to recall all objects from the table.

Suggestions for solving problems:

Craft activities, such as woodwork, foster problem solving.

Puzzles are challenging.

Safe block building creates many problems to be resolved.

Questions to be answered with a statement are thought-provoking.

The evaluation period offers many opportunities to answer "how," "what," and "why" questions.

Example: "What do we need?"

3. **The child is given many opportunities to make associations.**

4. **The child is encouraged to note sequence in stories and rhymes.**

5. **The child is given an extensive background of meaningful experience to develop his vocabulary.**

Suggestions for making associations:

Sharing period:

An awareness on the teacher's part of this incidental teaching will refer items shown to the correct category, such as fruits, vegetables, or science groupings.

Children may arrange pictures on the flannelboard, in a visograph, or put like things together, such as colors, shapes, foods, clothing, toys, furniture, etc.

Suggestions for sequence in stories and rhymes:

Cut out pictures of stories or rhymes and arrange on a flannelboard in sequence. (Dime stores are an inexpensive source for such materials).

Dramatize stories and poems, having children plan correct sequence.

Have children draw and cut out their own stories to be put on flannelboard.

Note: Sequence is also to be noted in the life cycle of the frog and the butterfly.

In bead stringing, repeated patterns develop sequence in color and shapes of beads.

Suggestions for vocabulary building:

Careful, colorful speech on the teacher's part never talks down to the young child, but rather paraphrases a known work.

Example: "a huge tree - a big tree"

The teacher should have clear-cut ideas of what new concepts she expects from centers of interest.

Example: Hangar, dock, hibernation, etc.

There is joy in learning a grown-up word, such as "tremendous."

Games:

Materials - flannelboard, string, and bird cutouts.
Directions - Have the child put bird above / below / on telephone wires.

Materials - blocks, shelf or table.
Directions - Have the child put blocks on / under table.

Other games can develop such concepts as between, in front of, behind, middle, etc.

6. A child needs to develop his memory if he is to learn to read.

7. The child learns that books give information.

Materials - bulletin board, flannelboard, pictures.
Directions - Let children take turns pointing to the correct picture.

Find a picture of something that:
gives light
needs a hammer
is used to write with

Find:
an animal
something that holds water
something that makes a pleasant sound
something that people can ride in

Suggestions for developing memory:

Use recall in relating new activities to old experiences.

Example: "Remember when we worked with clay . . . . . ."

A child should remember to finish a project that takes more than one day.

He should learn the words of songs, poems, and finger plays.

He should recall sequence in stories for dramatization.

Children are encouraged to remember to bring items from home for craft activities, without a note.

Games:

Peddler Game: One child has 4 or 5 objects which he sells (distributes to the class). The buyers all hide the objects. When all are "sold," he collects by asking for the objects. He tries to get them all back.

Follow the Leader: The first child runs to a chair, the next child runs to the chair and window, the third child runs to the chair, the window, and a door, and so on, remembering what those before him did, plus adding his own idea. The object is to see how many details a child can remember.

What's Missing?: Place a group of objects in the center of the floor All the children cover their eyes. Take one object away. Ask one child to tell which object is missing. Several objects may be removed at one time until all are gone.

Suggestions for books:

Teacher emphasizes the fact that she, too, must go to books for information.

She might occasionally read aloud from an encyclopedia or science books, paraphrasing details.

Encourage children to use books as well as picture file to clarify thinking when building with blocks or wood.

8. The child learns how to use and care for books.

D. Developing Auditory Skills

The ability to listen is a skill which must precede successful reading.

1. The child listens to musical sounds.

Suggestions for use and care of books:

An attractive library center stimulates the use of books.

Display a book with a matching figurine.

Open an attractive book to an eye-catching picture and place in a book holder.

Change books often. Set up some when initiating a new center of interest.

Books may be obtained at the city library, Visual Aids Department, or from own school library.

A "clean hands" chart stimulates hand washing before book time.

Review book standards often:
how to hold
how to turn pages

Children are encouraged to use books before school, when work is completed, after clean-up, or at other times when he has free time.

Visit the school library.

Have the local librarian visit and invite the children to visit the library.

Suggestions for listening to musical sounds:

Room Signals:

A variety of piano chords meaning directions such as "clean-up time," "come over here," etc., develop a listening ear.

Rhythm Band:

Clapping, tapping, etc., to the beat of the music is the beginning of the band.

Matching an instrument to the mood of the music encourages creativity.

Rhythms:

Interpretation of music becomes creative rhythms.

Songs:

To hear and match the initial tone of a song aids "in tune" singing.

(For further musical suggestions see the Music Monograph.)

2. **A child is led to identify sounds around him.**

3. **The child is given many opportunities to experiment with sounds of words.**

Games:

A Clapping Game: A child leaves the group. An object is hidden in the room. When the child returns, the group claps loud and soft to lead him to the hidden object.

Bell on the Kitty: One child is Mother Cat. One child is the Kitten with a bell around his neck. The Kitten hides and Mother Cat tries to find the Kitten by hearing the bell ring.

Identifying Instruments: Group covers eyes. One child plays an instrument. Children identify the instrument.

A variation - any sound may be identified in the same manner, such as snipping scissors, bouncing a ball, crumpling paper, etc.

Suggestions for identifying sounds:

Utilize every situation to develop an awareness of sound.

Example: Rain falling, wind in the leaves, etc.

Motivate rest time by listening for outdoor sounds or sounds in the room.

Games:

Little Tommy Tittlemouse: Little Tommy Tittlemouse
Lives in a little house
Someone's knocking -- me-oh-my
Someone's calling -- it is I (or, Who Am I?)

One child (Tommy) sits on a chair (his house) in the middle and blinds his eyes. Another child (the visitor) goes quietly up behind. The children all recite the verse with the visitor knocking at the right time. Then the visitor alone says, "Who am I?" Tommy tells the name of the visitor without looking, if he can. If Tommy cannot tell who it is after three times listening to the voice, then someone describes the visitor and Tommy tries to tell from that.

Barnyard Game: Each child is given a picture of an animal that he is to imitate. Taking his turn, the child makes the noise that the animal makes and the classmates tell what animal it is.

Dog and the Bone: One child is a dog, asleep in his house with a bone. Another "dog" tries to steal his bone very quietly. The owner barks and points in general direction of the sound heard.

Suggestions for experimenting with sounds of words:

Say nursery rhymes together, noting words that sound alike.

Fill in rhymes where word is omitted.

Example: "Three little kittens lost their _____."

E. Developing Number Readiness

A carefully planned number readiness program in kindergarten is based on developing an understanding of numbers, discovering the usefulness of numbers, and building a number vocabulary.

1. A child learns to count.

2. A child learns number sequence.

   (Number 3 follows number 2; number 4 comes before number 5)

3. A child learns number correspondence.

   (In counting items, the child says the correct number each time he touches the next item.)

4. A child learns the concept of measure as it would apply in incidental teaching.

Read lots of poetry to children for the beauty of word pictures and so they will hear rhyming words.

Teacher suggests a word such as "sparkle." Children tell in sentences what the word says to them, or what they think of when they hear this word.

Games:

Materials - pictures of items starting with the same sound, such as bug, boat, bee

a flannelboard

Directions - one child chooses a picture. The other children try to guess and say, "Are you thinking of the bug?"

Ask the speech teacher for additional games stressing initial consonant.

See your principal for the book Listening Time.

Suggestions for counting:

The child counts everything, such as:

counting children absent and present
counting number of items needed
counting turns
counting children in groups for worktime.

Suggestions for number sequence:

Incidental teaching will prompt the teacher to point out this fact wherever possible.

Example: the calendar - "Today is number 3." "What will tomorrow be?"

Suggestions for number correspondence:

"Touch and Go" is a way to teach number correspondence.

Example: Touch each child when counting the number in the group - one child for each number.

Suggestions for measure - concept:

The calendar is a measure of time.

The concept of days, weeks, months, and seasons will evolve from the use of the calendar.

5. A child builds a number vocabulary.

F. Developing Visual Skills

Visual skills are basic in helping the child distinguish between objects which are different or alike in size, texture, shape, and color.

1. Color recognition starts first in an incidental way, then planned experiences and games can be used by the teacher as the year progresses.

The clock is a measure of time, too.

The long and short hands move as time passes.

People do different things at certain times.

The amount of money measures what can be bought.

The child may recognize the coins he brings for milk money.

If a need is felt, the child may have more experience with money through a walk to a store to make a group purchase.

The ruler is a measure of length or width.

Simple measurements may be needed in working with wood.

The growth of a plant may be measured.

Child growth may be recorded on a chart.

The thermometer measures degrees of hot and cold.

Observe a room thermometer.

Take a child's temperature.

Note the temperature outdoors on a cold day.

Liquid measure will be used in recipes.

Draw measurements on a chart. Follow directions when cooking.

Suggestions for building a number vocabulary:

An enriched environment will develop concepts such as:

first - last
before - after
many - few
1st, 2nd, etc.
more - less
tall - short
big - little
wide - narrow

Suggestions for developing visual skills with color:

The child's world around him affords many incidental ways for using color, such as: the color of his clothing, house, car, and the things he shares with the class. There are many things of nature which add to his color concept like the sun, moon, grass, leaves, flowers, birds, butterflies, etc.

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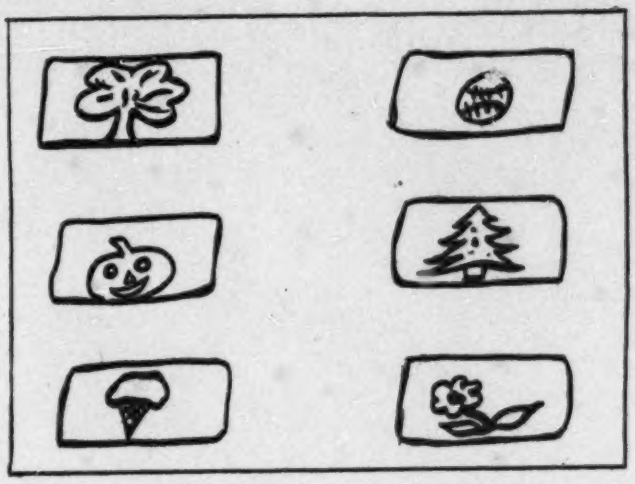
2. The idea of matching objects and pictures is introduced incidentally, but definitely planned experiences are in order later in the year.

3. Likeness and difference and left to right eye movement are pointed out whenever possible throughout the kindergarten program.

Suggestions for matching pictures:

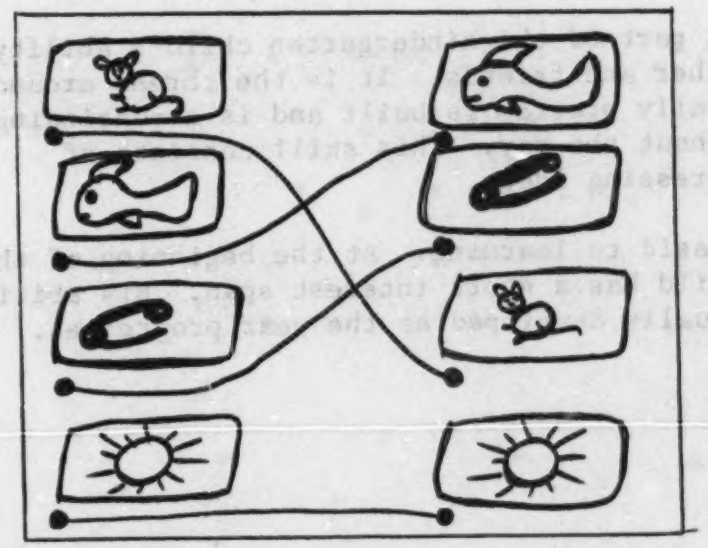


Object Lotto:

Large cards for as many players as desired, 8" x 8 1/2".
Pictures mounted on large cards (6 on a card). Each large card different.
Identical pictures to match those on large cards mounted on a number of small cards, each containing one picture.

Procedure:

A group of children with one child acting as leader.
Leader has all small cards on which a picture has been mounted.
Holds small card up and says, "Look carefully."
Group looks at small card and then at large card.
If a child finds the same picture on his large card, he covers it with the small card.
The child who first covers all his pictures on the large card is the winner.



Matching Pictures:

Identical pictures in each row. Not placed in same order.
Shoe string threaded under each picture in the left-hand row.
Hole under each picture in the right-hand row.
Connect the two identical pictures with the shoe string: dog - dog, etc.
In place of identical pictures may be used pictures that belong together: cow - calf, doll - buggy, etc.

Suggestions for likeness and difference:

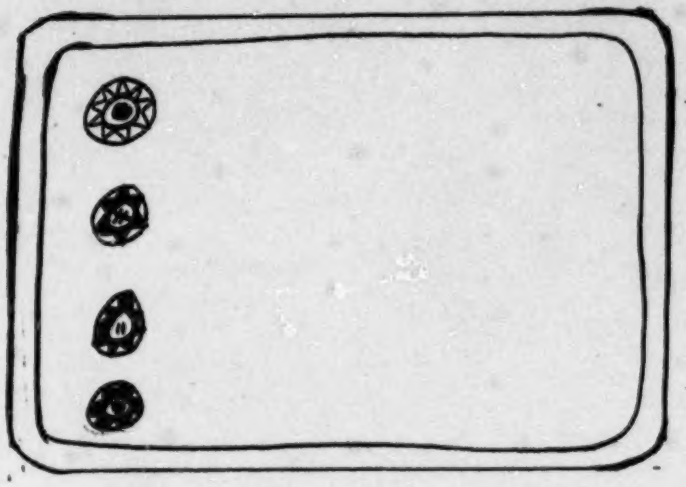
Matching Likenesses:

Large picture made up of many objects.
Small pictures of single objects in large picture, not identical in size, or perhaps, action
Shoe strings to connect the ones that mean the same.

G. Developing Oral Language

Oral language is an integral part of the kindergarten child's ability to communicate with his teacher and friends. It is the thread around which the structure of the daily program is built and is a continuing experience which goes throughout the day. This skill consists of listening, observing and expressing ideas.

1. Attentive listening is basic to learning. At the beginning of the school year the young child has a short interest span. His ability to listen should be gradually developed as the year progresses.



Just Alike:

(Visual discrimination and left-to-right eye movement).
Large cardboard, 12" x 18".
Key pop-bottle caps (glue to left side of cardboard.
Have 8 or 10 of each kind of pop-bottle caps. Match with key caps.
Many other variations may be used in place of the pop-bottle caps, such as: buttons, birds, flowers, geometrical figures, colors, etc.

Flannel board - Put a row of picture objects on board. Have children name them left to right.

Suggestions for developing oral language:

Our aim in oral language is to encourage conversation and discussion, use complete sentence in expressing ideas, develop vocabulary around each center of interest, and to clarify word concepts.

Refer to Speech Improvement Monograph (No. 35).

Refer to Language Arts Monograph (No. 26).

Listening experiences:

Story (record, book, and story telling).

Poems (nursery rhymes, finger plays).

Flannelgraph and object lessons may be used for telling familiar and original stories.

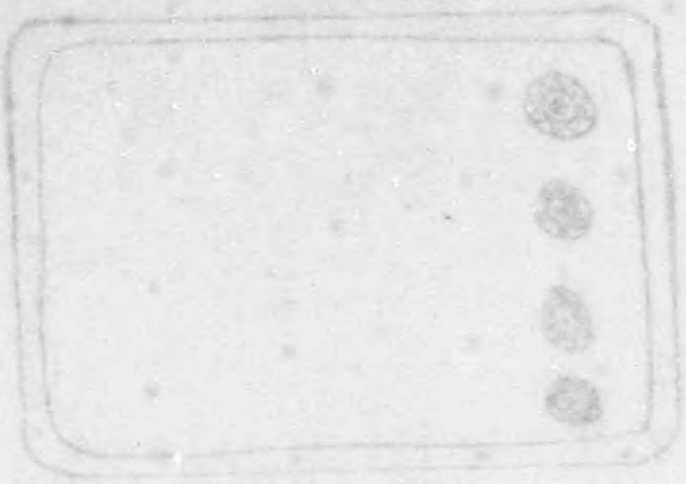
Select and cut out five or six pictures from a familiar story. Paste felt on the back of the pictures for use on the flannelboard. The child may tell the story, placing the pictures in proper sequence from left to right.

Have a child cut out pictures from his own work. These may be pinned on the bulletin or flannelboard as he tells the story.

Individual flannelboards may be used by the children to make their own stories.

Teaching children to be good audience is part of a listening experience. During dramatization of a story, when a few are having turns acting out a story, the others should be a good appreciative audience.

News differs from sharing in the fact that the child reports to his friends concerning current happenings at home and outside the school, talking without the help of an object to show (new baby, grandmother's visit, trip to the zoo).



2. Observing is an important factor in the process of learning. What we see and experience form a background for oral expression and is closely related to good listening.

3. Expressing ideas is often the outgrowth of good listening and observing on the part of the child and gives back to others the results of these experiences.

Suggestions for share and tell:

Some ideas are necessary to guide sharing. A discussion about sharing will help to set standards, time, amount, encourage child to tell at least three things about what he brings. First the teacher may be chairman, then different children may take turns being chairman.

It is advisable to guide sharing so that it will have a relationship to the centers of interest and seasons of the year. A newsletter to parents with timely suggestions may be given which might point out centers of interest and types of materials needed. The family resources may be used here to enrich the classroom -- the child sharing records, books, pictures, or real objects. (Pets may be brought if previous arrangements are made for the mother to come with the child and take it home following the sharing time.)

Teacher may share things of interest with the children from time to time.

Have a guessing bag game which helps children early in the year to express themselves. The child says, "Three guesses - what's in my bag?" The child calls on three children. If no one guesses, he tells three things about what is in the bag and shows it.

Magic windows: Mount pictures in a folder with a window drawn. Open the folder and choose child to tell a sentence or more about what he sees. Then follows a short discussion about the accomplishments of the day and the highlights of activities for tomorrow.

For example: We started clay.
We had a visitor.
It was Mary's birthday.
We liked Bob's picture.

Suggestions for observation:

The teacher uses demonstrations to present techniques in presenting equipment -- woodwork tools, scissors, brushes, other art media, etc.

The experiment is used to develop and show scientific concepts. For steps in procedure, refer to Science Section, Kindergarten Monograph.

Introducing all new materials the children will use is an important part of observation.

Suggestions for expressing ideas:

Expressing ideas by the child takes place informally, as well as at news time, sharing, discussion time, and dramatization, etc.

Television Games:

#1 -- All of our kindergarten stories come into play when we imitate the TV program "Who Said That?" One child is invited to step inside the TV. He is the contestant. Another child, the emcee, asks the question, a quotation from one of our stories.

MASTER OF CEREMONIES: "Someone's been eating my porridge and has eaten it all up." Who said that?

CONTESTANT: The baby bear from the story of The Three Bears.

If the answer is correct, the children applaud. If not, the contestant goes back to his place and another is chosen. More than one quotation may be taken from the same story, but the same quotation cannot be repeated. The emcee changes with each contestant.

Cardboard squares cut in two irregular pieces are matched by contestants who become partners in our version of "Meet Your Match." The partners sing, recite, dance, or do stunts to entertain the TV audience.

#2---Cut a hole about 25" x 19" in the front of a cardboard carton which is large enough for children to perform in, as well as to manipulate their puppets. The hole is the viewing area or "screen." Cut a door in the rear of the carton. Draw a design on construction paper and glue it to the front of the carton below the viewing screen. This is the "sound screen." Paint jar covers with gilt radiator paint and fasten them to the front of the carton as controls. Paint the entire television set.

EXPERIENCE CHARTS

Development and Use of the Experience Chart*

Definition

An experience chart is the record of a group-wide experience dictated by the children and recorded by the teacher. It is printed temporarily on the chalkboard and printed later on tagboard. Experience charts are used in beginning first-grade reading activities and also throughout the year as an effective means of developing language skills.

Purpose for Using

The purposes of the experience story in the prereading stage are to:

-Develop oral language facility.

-Develop group participation.

-Insure reading for meaning.

-Develop an awareness that printed words stand for spoken words--one printed word for each spoken word in left-to-right sequence.

-Develop in the child an awareness that his own ideas can be expressed in written form and enjoyed by others.

-Develop an awareness that a spoken word is always represented by the same written letters; for example, cat always says cat, not kitty, kitten, or kitty-cat, even though the meaning is similar.

-Develop training in visual discrimination.

-Assist in developing a sight vocabulary.

Standards for Developing

To be effective the charts to be used in beginning reading experiences should fulfill certain requirements:

-The experience upon which the chart is based should be real to the children, not vicarious.

-The children should engage their sensory perceptions (by feeling, seeing, and hearing) in an enjoyable way during the experience.

-The children should have ample time to enjoy a discussion of their experience before trying to select sentences with which to record it.

* This material taken from the San Diego City Schools Curriculum Guide Reading-Grade One, San Diego, California

Standards for Developing (Continued)

-The teacher should guide the selection of sentences to be recorded by the skillful questions so that:

The sentences are short.
Both basic preprimer words and children's own interest words are used.
Words are repeated in the story.
The chart is kept to a maximum of four to five lines.
There is a sequence of thought.

-The chart should be neatly and correctly constructed.

-The chart should be attractively illustrated.

-The language should be correct, and the sentences should be those used naturally by the children in their oral communication.

Mechanics of Preparing a Chart

Neatness, proper alignment of words in a sentence, correctness of capitalization and punctuation, legibility, correctness of manuscript writing, correct spacing of words and letters, and proper margins are important in preparing an experience chart to be used as a beginning reading material.

Materials (available in each school):
Tagboard, lined, large sheet 22-1/2 X 29 in.
Tagboard strips, lined, 3 X 22-1/2 in.
Broad-edge pen (Speedball B1, or Flow-Master felt pen)
India ink or felt-pen ink
(If lined tagboard sheets are not available, unlined tag may be used and correct spaces ruled with a chart liner--a stock item in each school.)

Detail:
Capital letters: 1-1/2 in. or 2 spaces (if liner used)
Small letters: 3/4 in. or 1 space
Space between words: width of the letter M
Space between lines: 1-1/2 in. or 2 spaces
Margin: Left side, 3 inches
Right side, 2 to 3 inches
Space at top for an illustration
A title for each story properly capitalized and punctuated

Steps in Composing and Using an Experience Chart

The entire class participates in composing the experience story for reading. At the beginning of the year this step is usually done during the social studies or the language arts period. Later, one group may need additional charts which can be composed in its reading class. A teacher's preplanning of a possible chart story helps her achieve her goal. Opportunities for developing a chart story arise often during the day. The teacher should be aware of these opportunities and capitalize on them.

Steps in Composing and Using an Experience Chart (Continued)

The following steps may take several days:

Step I. Begin with first-hand experiences, such as:

-Happenings in the classroom or on the playground.

-Looking at pets.

-Going on excursions or walks.

-Enjoying new toys, clothing, birthdays, science and social studies interests, and so forth.

-Sharing of a surprise by the teacher which she has planned to use as the basis for a story.

Step II. The children talk freely about the experience before writing the story. During this discussion the teacher, by skillful questions and comments, indirectly suggests ideas and vocabularly which the children recall later as they compose sentences for their story.

Step III. Build a co-operative story. The teacher guides and clarifies wording. If the children give sentences which are too long and difficult for beginning reading, she accepts them as worthy oral contributions to the story, but guides the group to select the short sentences with repetition of basic words for recording.

Step IV. The teacher prints each sentence on the chalkboard or lined chart paper as pupils watch, commenting on starting with a capital and ending with correct punctuation. The teacher reads the completed sentence, sliding her hand under it from left to right. She should print at the children's eye level as nearly as possible. She reads the story in its entirety.

Step V. She guides the children in the first reading of the new story. The teacher asks leading questions such as, "Who can find the line where Mary said, 'Run, run.'? Where did we say, 'Run fast.'?" The lines are read in consecutive order. The teacher guides the child's hand in a sliding motion under the line from left to right, as the child "reads" the line

Step VI. This story may be re-read on another day.

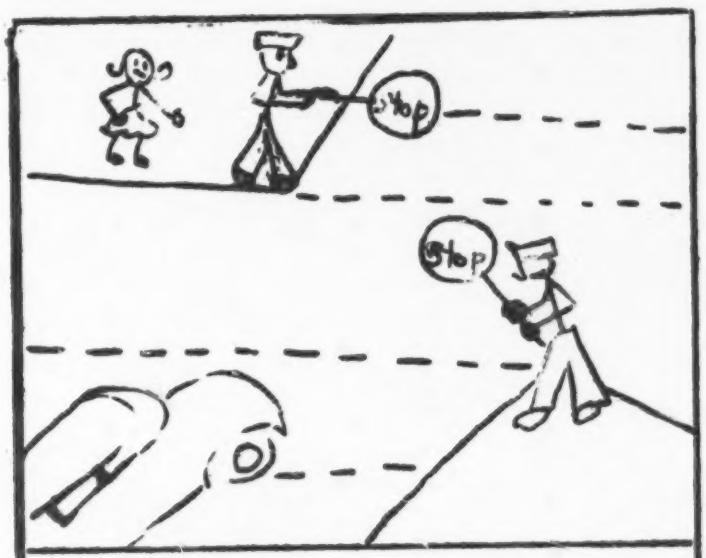
EXAMPLES OF EXPERIENCE CHARTS

Our Jump Rope

See me jump.
Jump, jump, jump.
The rope goes slap, slap.
We like to jump.

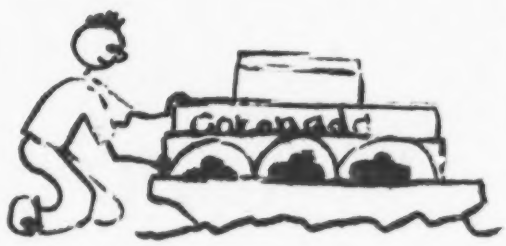
School

We go to school.
We work.
We play.



Safety

We want to be safe.
The patrol boys help.
We stop at corners.
We look both ways.
Then we go.



The Ferryboat

See the ferryboat.
We made it.
We play with it.
Toot! Toot!

EXAMPLES OF EXPERIENCE CHARTS (Continued)

Play

We play in the sand.
We make roads.
We play with little cars.
We like wet sand.

A Puppy At School

Look, Miss Smith!
Here is a puppy!
Come, little puppy..
Come here.
Yip! Yip! Yip!

NOTE:

Include both Ginn basic pre-primer vocabulary and children's "broader" speaking vocabulary.

NUMBER POSSIBILITIES - INCIDENTAL AND PLANNED

Developing Number Readiness

A carefully planned number readiness program in kindergarten is based on developing an understanding of numbers, discovering the usefullness of numbers, and building a number vocabulary.

(Refer to Kindergarten Monograph for number concepts.) We learn numbers through many incidental, not accidental experiences. The kindergarten teacher should be aware of possible number experience that can be included in her lessons. Some of these will be incidental learning, such as: counting, while other experiences may be more formal, such as: number recognition.

1. Incidental Experiences

   a. We count everything; children, boys, girls, chairs, absentees, milk drinkers, number of milks left, number of articles needed, number of children in work activities, number of days of week, particular holidays in a month, etc.

   b. We note the numbers on the calendar; we notice the numbers on the clock; we observe the number of legs, wings, eyes on animals, insects, etc.

   c. We name coins in milk money and count the same.

2. Planned Experiences

   a. Charts - counting how many alike, different, large, small, face right, face left, short, tall, fat, skinny, before, after.

   b. Setting of play clock.

   c. Recipe measurements. (cup, teaspoon, tablespoon)

   d. Yardstick, ruler, scale, thermometer.

   e. Add and subtract, using toys and beads, etc. (put several toys together, then take away some, then add more)

3. Games

   a. Bounce the ball

      Draw five circles containing numbers one to five. Child bounces ball and calls number, 1, 2, 3 - around the group.

b. Folk games

Play games in pairs, fours, sixes, etc.

c. Jump Rope

Count number of times a child jumps till they miss.

d. Singing games

"This Old Many, He Played One"
"Five Little Chickens"
"Ten Little Indians"

4. Vocabulary Concepts

a. Speed

Hurry - wait; number of miles per hour, faster, slower, speed of sound, speedometer, miles per hour.

b. Capacity

How many in playhouse, in blocks, fish in a aquarium, how much water, (quarts, gallons)

c. Weighing

Childs weight - large and small, food by weight, (pounds).

d. Space

Orbits around world, how long in capsule, number of times around earth.

5. Materials

a. Ball, clock, scale, cups, teaspoon, yardstick, ruler, thermometer, jump rope, toys insects, tablespoon, beads, chairs, milk containers.

6. Books

a. "My Big Golden Counting Book"

b. "One Mitten Louis"

c. "Somebody's Slippers, Somebody's Shoes"

d. Golden Book - "Off to School"

e. Weekly Readers

f. Golden Book of "Big and Small"

g. "Two Lonely Ducks"

h. Golden Book Picture of "Numbers

Library, Central Office)

LESSON SUGGESTIONS

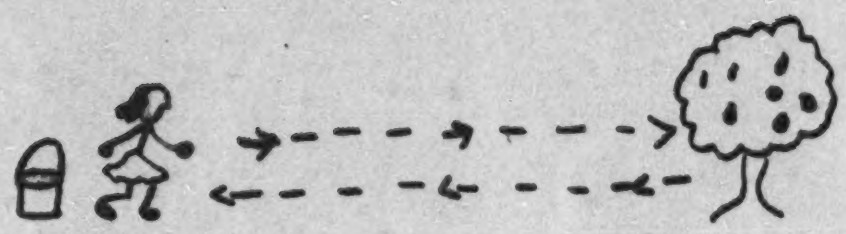
ACTIVITIES:

I. **Orientation**

1. **Standards for work:** (To be developed as an experience chart. See material on "Experience charts")

We work quietly
We walk quietly
We wait for our turn
We are good children
We share our things

2. **Left to right eye movement:**



Movitation:

Using the flannel board
Figure of an apple tree is placed on the right side of the flannel board, and the figure of a girl and a bucket are placed on the left side.

Procedure:

Children take turns walking the little girl over to the apply tree to pick apples (from left to right) and then return to the bucket.

3. **Left to right eye movement:**

Motivation:

Using the flannel board
Place some ducks on the left and a pond next to them on the right. Teacher tells a story about a farm that has a duck pond and a family of ducks.

Procedure:

The children take the ducks across the pond from the left to the right and back again.

4. **Left to right eye movement:**

Motivation:

Using the flannel board
Farm animals placed on the left side of the board and the barn is placed on the right side.

Procedure:

The children take the animal to the barn and leave it there.

ACTIVITIES:

II. Language Growth and Comprehension:

1. Interpreting pictures:

Motivation:

Use colorful pictures which contain much action and are interesting to the children.

Procedure:

Children tell what they see in the picture.
They then look for specific things in the picture
"Find a toy for a girl," etc.

2. Picture sequence:

Motivation:

Four pictures of a story sequence are on a chart.
The bottom half may be covered so the children cannot see the "surprise" (ending).

Procedure:

Teacher tells the story of the first picture (at the left).
Draw the rest of the story from the children.
Individual children may tell the whole story for the others.

3. Picture sequence and interpretation:

Motivation:

The first picture is placed at the left side of the pocket chart.

Procedure:

A child tells about the first picture. The second picture is placed to the right of the first and so on until the whole sequence is completed.
One child tells the whole story in the correct sequence.

III. Concept Building:

1. Classifying:

Motivation:

Discussion about moving from one house to another and grouping things or putting them in order before moving.

Procedure:

Show toy articles that are going to be moved, such as books, toys, furniture, and animals.

Children name the articles.
Children group (classify) objects that belong together--all the furniture, toys, etc.

2. Classifying:

Motivation:

Pictures of a barn, airport, house, and store are placed across the pocket chart.

Procedure:

Teacher asks, "What makes all these things alike?" This is continued with other categories, such as fruits, toys, foods, etc.

3. Seeing relationships:

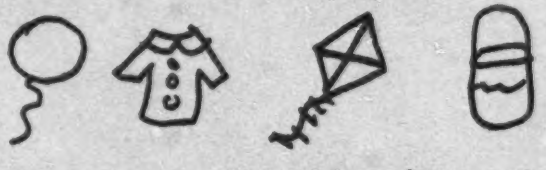
Motivation:

Teacher places a row of objects in the pocket chart.

Procedure:

Children name the pictures.
They choose two pictures that go together. Example: horse and barn.

4. Classifying - which do not belong:



Motivation:

Chart with several rows of related objects. One thing does not belong in each row. Example: three different toys and a book, three kinds of clothing and a toy.

Procedure:

Find the picture that does not belong in each row.
Tell why that picture does not belong there.

IV. <u>Auditory Perception:</u>

1. Identify sounds:

Motivation:

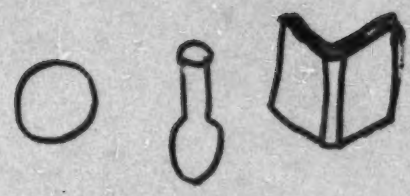
Teacher plays the record "Noises Around Us"

Procedure:

Children try to guess what everyone in the family is doing by by noises they make.

ACTIVITIES:

2. Initial consonants:



Motivation:

Teacher puts pictures with same initial consonant sound in the pocket chart.

Procedure:

Pronounce each picture's name as it is placed in the chart. Explain that they all begin alike.

3. Initial consonants:

Motivation:

Teacher places a series of four pictures in the pocket chart. Three of the pictures begin with the same initial consonant; the other is different. Example: box, bowl, sun, brush.

Procedure:

The children decide which ones start alike, and which start differently.

4. Identify sounds:

Motivation:

Children close their eyes while the teacher makes two sounds. Tapping a piece of wood, metal, glass, playing a bell, or a note on the piano.

Procedure:

Children tell if the sounds were alike or different.

5. Rhyming:

Motivation:

"Rhymes", a filmstrip by Scott Foresman

Procedure:

Three pictures in a row are shown on the screen. The teacher names each picture. A child is chosen to tell which two words sound alike or rhyme. Example: a cake, balloon, and rake are shown.

ACTIVITIES:

6. **Identify sounds:**

Motivation:

Use the record "Sounds Around Us".

Procedure:

Children listen to the sounds and try to tell a story about what they hear on the record. Example: "The boy was skating, and he fell down. When he got up, he skated away on one skate."

7. **Initial Consonants or Rhyming:**

Motivation:

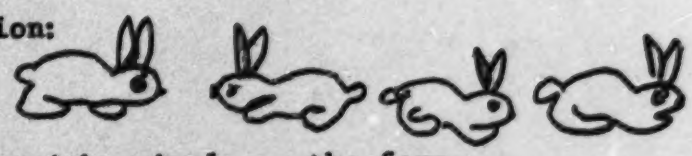
Real objects, such as books or toys or classroom materials. These objects should contain many which rhyme or begin alike.

Procedure:

The children pick out all of the toys that begin like "book," or they find one that rhymes with "truck," (duck).

V. Visual Discrimination:

1. **Likeness and differences in direction:**



Motivation:

Make up a story about having fun with animals on the farm. Use a pocket chart and cut-out farm animals--four of each animal.

Procedure:

Place four identical animals in the pocket chart with three of them facing to the right and one facing left.
Children tell which one is different.
Teacher explains that animal is facing left or right.
Continue with other animals in the same manner.

2. **Likeness and difference in direction:**

Motivation:

Use real toys, such as little wagons, rabbits, dolls, etc. Place three facing in one direction, the fourth facing the other direction: Tell a story about a visit to the toy store.

Procedure:

Children tell which toy is different and why.

ACTIVITIES:

3. Memory Game:

Motivation:

Use a variety of little toys and a toy telephone.

Procedure:

The teacher pretends to phone the toy store. She orders three different things. A child is chosen to choose the three things from the table.

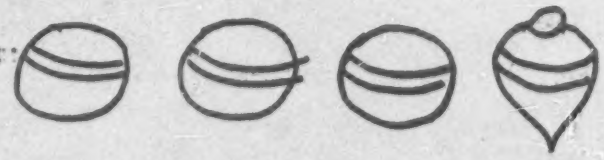
4. Likeness and difference in direction:

Motivation:

Use the flannel board. Place four identical cut-out pictures of animals, or toys on the flannel board with one facing a different direction.

Procedure:

The children tell which is different and why.

5. Likeness and difference in shape: 

Motivation:

Use a chart having four pictures on each row, three the same and one a different shape. Example: three round balls and a top.

Procedure:

Find the one that is different in each row. Teacher explains that it is different because of its shape.

6. Likeness and difference in shape:

Motivation:

Using the flannel board. Teacher places a row of cut-out colored paper shapes on the flannel board. Examples: three are square and one is a rectangle.

Procedure:

The children tell which one is different.

7. Memory Game:

Motivation:

The teacher places several pieces of toy furniture on a table.

ACTIVITIES:

Procedure:

The children name all of the furniture. They close their eyes while the teacher changes one piece of furniture or removes it. The children tell which piece of furniture has been changed or removed. They place it back the way it was.

8. Likeness and difference in detail:

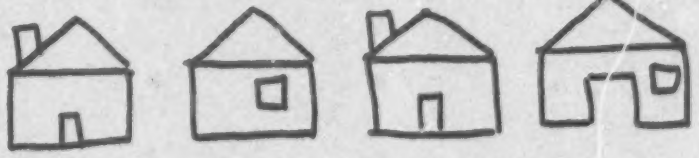
Motivation:

A chart with a row of similar pictures, one of which is different in detail. Example: A row of four balls, one having three stripes instead of two.

Procedure:

The children find the one in each row that is different.

9. Likeness and difference in detail:



Motivation:

A chart with a row of similar pictures, one of which is the same as the first one the others are different in detail.

Procedure:

The children name the first picture in each row. They find another just like it. The children tell why they are alike.

10. Likeness and difference in detail

Motivation:

Using the flannel board. The teacher places a row of funny faces on the flannel board, two of which are identical.

Procedure:

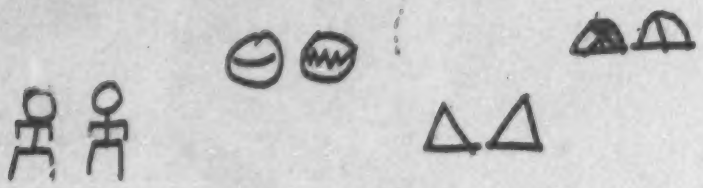
Child is chosen to find the face that looks just like the first one and places it under its' "twin."

11. Memory Game:

Motivation and Procedure:

Teacher gives directions for a child to follow. Example: stand up, clap hands two times, go to the table, sit down, stand up, come to me, jump twice, sit down.

ACTIVITIES:

12. Likeness and difference in pairs: 

Motivation:

Use the Vis-o-graph. A chart having different pairs, some identical and some different.

Procedure:

Child is chosen to tell whether the pair is different or the same. If it is the same, he draws a circle around it.

13. Likeness and difference in pairs:

Motivation:

Discuss playing with building blocks and that blocks have letters on them. Use the flannel board.

Procedure:

Teacher places two pictures of building blocks on the flannel board. Children tell if the blocks are alike or different.

14. Likeness and difference in pairs:

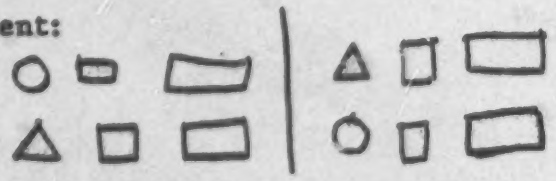
Motivation:

Use the pocket chart and cut-out pictures of cars having two of each type of car.

Procedure:

Put four or five different cars on one side of the chart and the matching ones on the other side. The children match the pairs and place them side by side.

15. Likeness and difference in arrangement:

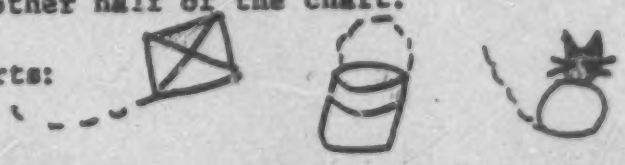


Motivation:

Chart containing symbols

Procedure:

Children give each symbol a name. They name the order of the first three symbols. One child finds the one in the same order on the other half of the chart.

16. Putting in missing parts: 

Motivation:

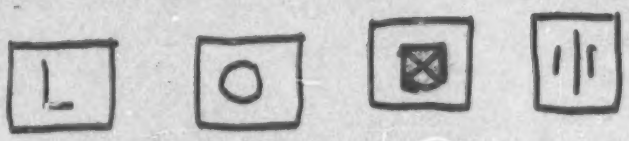
Use the Vis-o-graph. Chart that has pictures of several objects, with something missing on each object.

ACTIVITIES:

Procedure:

The child finds the missing part, describes it, and draws it in.

17. Observation and muscular development:



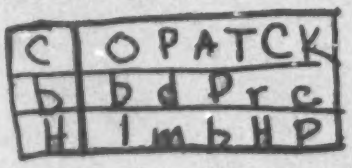
Motivation:

Use the Vis-o-graph. Teacher holds up a card containing a simple symbol.

Procedure:

A child is chosen to draw a picture on the Vis-o-graph just like the one he saw.

18. Likeness and difference in letters:



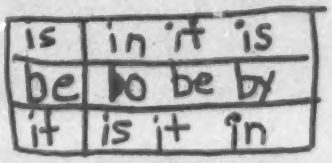
Motivation:

Use the Vis-o-graph. Chart with rows of letters, one in each row matching the first.

Procedure:

Child chosen to find a letter just like the first one and circle it.

19. Likeness and difference in words:



Motivation:

Use the Vis-o-graph. Chart with rows of words (short), one word in each row matching the first.

Procedure:

Child chosen to find a word just like the first one and circle it.

VI. Vocabulary Building:

1. Clarify word meaning: (teaching terms "above", "on", and "under")

Motivation:

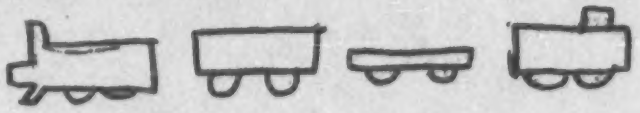
Use the flannel board. Tell a story about some little birds flying all around. Place some ground and a "telephone" wire on the flannel board.

ACTIVITIES:

Procedure:

Children are chosen to place the birds "on" the wire, "under" the wire, "on" the ground, etc.

2. **Review color names: (oral)**



Motivation:

Use the flannel board and cut-out paper train cars, each of a different color.

Procedure:

Children name specific cars, tell type of car (box car) and what color it is. Teacher tells children to put something in a particular colored car.

3. **Introduce the word "Red":**

Motivation:

Picture card with word "red" printed on it, red toys, crayon, and other objects.

Procedure:

Children tell what color all of the objects are. Teacher shows card and tells the children that the word tells the color of the picture.

4. **Review the word "red":**

Motivation:

Word card with "red" on it, toys and objects in the room.

Procedure:

Children read the word and find something in the room of that color. They read the word and put "red" toys on a toy train.

5. **Introduce the word "blue":**

Motivation:

The teacher shows a picture of "Little Boy Blue."

Procedure:

Children say the verse. Show word card of blue. Look for blue things in the room.

ACTIVITIES:

6. Review "red" and "blue":

Motivation:

Two boxes, one marked "red", and the other "blue", red and blue toys. Story about a little boy that had to learn to put his toys away.

Procedure:

Children help the little boy by putting toys in the box with the color word that the teacher shows them.

Motivation:

Use the flannel board and word cards with red and blue on them. Show a picture of a Gingerbread Boy.

Procedure:

Teacher moves the Gingerbread Boy along the "stones" and chooses a child to read the color words.

7. Introduce the word "yellow":

Motivation:

Yellow toys and the word card for yellow.

Procedure:

The word card for "yellow" is introduced. Teacher uses word cards for red, blue and yellow. If it says yellow, a yellow toy may be picked up by the child.

Motivation:

Use the flannel board and pictures of a yellow, red and blue crayon.

Procedure:

Show the color words and have a child show the correct crayon.

8. Reviewing red, blue and yellow:

Motivation:

Use the flannel board and pictures of red, blue, and yellow flowers. Tell a story about the pretty flowers and a butterfly in the garden.

ACTIVITIES:

Procedure:

A child holds a paper butterfly and places it above a flower of the color shown on a word card.

Motivation:

red blue yellow

Use the flannel board with words placed on it. Tell a story about the bunny moving from hill to hill as he reads the words.

Procedure:

Child hops the bunny across the "hills" and reads the color words.

Motivation:

Envelopes with color words printed on them.

Procedure:

Child is the postman and gives a "letter" to other children to read. Collect "letters" the same way.

9. Introduce word "green":

Motivation:

Use the flannel board. A figure of a little girl is placed on it. Teacher tells about the little girl and her clothes. Have ready red, blue, yellow and green dresses, ribbons, shoes, aprons.

Procedure:

Teacher reviews red, yellow and blue by showing the word card, and having a child read the color name and finding the same color dress for the little girl. Teacher now shows a new word card "green", that tells the color of the little girl's new dress. As the green dress, shoes, ribbon and apron are placed on the little girl, the children say the word green and read the word green. Teacher shows word card; child puts that dress on the doll. Variation: The children find the word card that tells what color the doll is wearing.

10. Review red, blue, yellow, and green:

Motivation:

Use toys of the above colors.

ACTIVITIES:

Procedure:

Children choose a toy of the color card shown to take to a friend. Children find a word card that names that color.

Motivation:

Write color words in a large circle on a chart.

Procedure:

Child chosen stands in front of the color wheel with his eyes closed and moves his arm around in a big circle. The child says, "Around I go, and where I stop, I do not know." The word he stops by is the one he reads.

Motivation:

Lollipops - big colored paper circles fastened on tongue depressors. Song "I'm selling Lollipops".

Procedure:

Pass out lollipops and word cards. When song is sung, child brings lollipop and word card of correct color to the front. Variation: Buy lollipops of color to go with word card shown.

Motivation:

Use the flannel board, word cards placed on it, and a cut-out car.

Procedure:

Teacher tells a story about a little girl having a long ride over the mountains. Child makes the car cross the mountains by saying each word correctly.

Motivation: and Procedure:

Grab bag game. Children take color word out of a bag and read it.

11. Introduce word "orange":

Motivation:

Use the flannel board and cut-out red, yellow, blue, green and orange trucks. Talk about what fun it would be to be a truck driver.

ACTIVITIES:

Procedure:

The children tell the color of each truck and find the new color. Children are told that in order to be truck drivers, they must know the color names. The word "Orange" is presented. Children are told a secret for remembering the word: "What kind of fruit is the same shape as the first letter of the word orange?" (orange) They place trucks of the right color on the flannel board as the words are shown. Variation: Teacher shows a color word and tells a child to find a truck that color and back it up, or drive it along, or turn it around. Finally, all the trucks are "put in the garage."

12. Review red, blue, yellow, green, and orange:

Motivation:

Use the flannel board and cut-out colored airplanes.

Procedure:

Pass out the airplanes to the children; they "fly" their airplane back to the hangar (flannel board) as the teacher shows the color word.

Motivation:

Put paper clips on cut-out fish of the above colors.

Procedure:

Child goes fishing with a string with a magnet tied on the end of it. When he catches a fish, he finds a word that says that color on the flannel board.